

## ATTACHMENT J

### REQUIRED EDUCATION AND EXPERIENCE QUALIFICATIONS, AND CRITICAL FUNCTIONS

#### EXECUTIVE DIRECTOR OR CHIEF ORGANIZATIONAL OFFICER

Masters degree preferred. Minimum of a Bachelor degree in Business or Non Profit Management, Education, Child Development, Human Services, or equivalent degree approved by OECOSL and a minimum of two years of experience in executive level leadership and demonstrated strong executive level management skills in managing programs, budgets, and staff is required.

##### Duties and Responsibilities

- 1) Responsible for successful implementation of grant;
- 2) Ensure all contract requirements are met, including the accurate and timely submission of claims;
- 3) Take all necessary steps to ensure the integrity and quality of grant performance;
- 4) Provide strong leadership to staff ;
- 5) Work closely with the board of directors or other organization structure;
- 6) Ensure all staff has a working knowledge of child care and are competent in the best practices of early childhood and out of school care and learning.
- 7) Serve as the State's primary point of contact for overall grant performance concerns;
- 8) Maintain an effective communication protocol with OECOSL and all partners;
- 9) Submit reports and work plans in a comprehensive, accurate, and timely fashion; and
- 10) Participate in all State, provider, or partner meetings as requested by OECOSL

#### SENIOR PROGRAM DIRECTORS

Masters degree preferred. Minimum of a Bachelor degree in Education or Early Education, Child Development, Human Services, or equivalent degree approved by OECOSL and a minimum of two years of experience in leadership and demonstrated strong skills in grant management, program implementation, ECE and OST professional development, coaching and technical assistance.

##### Duties and Responsibilities

- 1) Responsible for the development and oversight of strategic plans for each project;
- 2) Set obtainable yet ambitious goals and outcomes for each project area;
- 3) Direct progress toward meeting grant performance objectives;
- 4) Revise plans as required;
- 5) Develop and implement state and local corrective action plans as needed;
- 6) Provide professional development and leadership to staff;

- 7) Participate in state level planning thorough INPDN, Paths to QUALITY and other initiatives
- 8) Serve as the State's primary point of contact for project performance concerns; and
- 9) Participate in all State, provider, or partner meetings as requested by OECOSL

#### PATHS TO QUALITY MASTER COACHES – MUST HAVE AT LEAST TWO FTE

- Education: Bachelor's degree and credentialing (when available) required, Master's preferred, in any of the following: ECE, Child Development, Consumer and Family Sciences, Education including at least 12 credit hours in early childhood related coursework
- Experience: 5 years of related experience required
- Primary Functions:
  1. Ensure inter-coach reliability with the Paths to QUALITY Program Standards
  2. Ensure information provided by coaches supports the Indiana Early Learning Standards and Developmentally Appropriate Practice as defined by the National Association for the Education of Young Children.<sup>1</sup>
  3. Ensure Paths to QUALITY coaches participate in monitoring and evaluation activities as required by the state
  4. Coordinate work of the Paths to QUALITY coaches
  5. Monitor coaches regularly, including a minimum of quarterly on-site supervision

#### PATHS TO QUALITY COACH

- Education: Bachelor's degree and credentialing (when available) required in any of the ECE, Child Development, Consumer and Family Sciences, Education including at least 12 credit hours in early childhood related coursework
- Preferred experience: 3 years related experience
- Primary Functions:
  1. Provide relationship/researched based technical assistance strategies which promote continuous quality improvement and ensure all Paths to QUALITY goals are achieved
  2. Support and implement a collaborative model of coaching which includes coordination with partnering agencies
  3. Ensure information provided by coaches supports the Indiana Early Learning Standards and Developmentally Appropriate Practice as defined by the National Association for the Education of Young Children.<sup>1</sup>
  4. Adhere to Indiana Paths to QUALITY policies, procedures, and standards of service delivery
  5. Ensure a monthly minimum of 40 percent on-site time

#### PROFESSIONAL DEVELOPMENT ADVISOR

- Education: Bachelor's degree and credentialing (when available) required, Master's degree preferred, in ECE, Child Development, Consumer and Family Sciences, Education including at least 12 credit hours in early childhood related coursework
- Experience: 3 years working in a regulated ECE setting required;
- Primary Functions:

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<sup>1</sup> Copple and Bredekamp, *Developmentally Appropriate Practice in Early Childhood Programs Third Edition*. NAEYC 2009

1. Provide individual counseling and guidance to members of the ECE workforce seeking assistance with their personal professional development plans.
2. Counseling is individualized to each person's prior educational experience, achievement and future goals.
3. Guidance should be towards progressive educational attainment that respects each individual.